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says that "vocational guidance does not mean helping boys and girls to find work, but to find the kind of work they are best fitted by nature and training to do well. It does not mean prescribing a vocation. It does mean bringing to bear on the choice of a vocation organized information and organized common-sense." A private employment agency, as a rule, is run for profit. It is not interested in reducing unemployment. It is secondarily concerned with the ultimate welfare of its applicants; to meet an urgent immediate need of finding employment is its care. Its "follow-up" system is related to fees.

A bureau managed by public authority would have the perspective and sympathy which belong to the school. It would study and advise the child while in school; a competent counselor under the employ of the community would undertake to secure the co-operation of teacher, child, parent, and employer. Personal relations would be established, and the child's career would be directed in the years following withdrawal from school. A public bureau would have exact, comprehensive knowledge of industrial conditions and opportunities, and would adapt pupil and curriculum thereto. It would be remedial, investigatory, thorough, and anticipative of the happiness of the next generation.

It cannot be said that a satisfactory stage has been reached in the history of the vocational-guidance movement, yet the reader is impressed by the outcome of experiments in Scotland and England (chaps. iii and iv). The details of the Edinburgh plan will be illuminating to the American reader, for they, along with the material given in the reports and handbooks of the English Apprenticeship and Skilled Employment committees, show a care and elaboration of method which we have not exhibited. However, the record of the progress of the movement in Boston and other American cities is encouraging.

At this time there is needed a careful study of the situation in various localities and the working-out of methods of keeping data and handling children and employers. Things are being started in the West; it is probable that in the near future the schools of Chicago and Cincinnati will have something to contribute. Mr. Bloomfield's survey of a wide field will undoubtedly stimulate a criticism of the theory and practice of vocational adjustment and suggest experiments in communities big and little.

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All the Children of All the People: A Study of the Attempt to Educate Everybody.

By WILLIAM HAWLEY SMITH. New York: Macmillan, 1912. Pp. x+346.
\$1.50 net.

There are human beings born "long" and human beings born "short" mentally as well as physically, and the physical peculiarities are the cause of mental peculiarities. Our schools are filled with children of widely divergent powers and aptitudes, and yet we are, for the most part, still attempting to educate them all in the same things and in the same manner. Fifty years of experience have proved that this attempt is bound to result in failure. What we need is a system which will educate the individual child in the peculiar capabilities on which his life-usefulness is to be founded. "This, then, is what an education really is; namely, a training for life that will fit the individual to do well the thing he undertakes, no matter what that thing may be." The state should educate the child who is to be an artisan, a mechanic,

a domestic, or a commercial employee of any kind, as truly as it should educate the child destined for the intellectual occupations.

Mr. Smith is an individualist of no unpronounced sort, and it is no accident that he makes Walt Whitman his authority. His book, nevertheless, is full of sensible talk ("talk" describes its direct and vivacious style), and deals with a wide range of topics. It would be more effective if it were both less comprehensive and less diffuse. It ought not to require a hundred pages to lead us to see that children are uneven intellectually, or that physique is at bottom responsible for the fact in many cases.

There is no one who will not agree that the ideal presented by the author of *The Evolution of Dodd* is a noble ideal—and that it will be a long time before all the parents of all the children will go down deep enough into their pockets to make possible its realization; for its realization would mean the addition of armies of teachers and barracks by the block. If his ideal is realized in the case of the non-intellectual children—and progress at present seems to lie in this direction—we may rightly fear that it will be even less perfectly realized than now in the case of the intellectual. If the state cannot or will not educate all the children of all the people in all the ways that their infinite variety demands, which of the children of all the people is it going to regard as most worth its while to educate, the non-intellectual or the intellectual? Or where is it going to lay the greater emphasis, on the non-intellectual or on the intellectual? In attempting to answer the question, no one should confuse intellectuality with the possession of wealth. Most of our intellectually apt children are of humble parentage.

GRANT SHOWERMAN

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Third Year Latin for Sight Reading: Selections from Sallust and Cicero. Edited by JOHN EDMUND BARSS. New York: American Book Co., 1911. Pp. 123. \$0.40.

"These selections from Cicero and Sallust are intended to provide material for rapid or sight reading for classes which have read the *Manilian Law* and the *Archias*, and the first and third Catiline orations. The total amount of text is equal to about two and one-half times that of the second and fourth Catiline orations, thus allowing a fairly wide freedom of choice for teachers who wish to complete the quantitative requirement of the new definitions."

The text includes a generous amount from Sallust's *Catiline*, giving the history of the conspiracy from its beginning to the death of the leader; about one-third of the second and fourth Catiline orations; an account of the conduct and crimes of Verres in Sicily; the counsel's statement of the facts in the defense of Roscius; eight of Cicero's letters; the most interesting portions of the *De Senectute*; and, finally, two extracts from Sallust's *Bellum Iugurthinum*.

The amount of text is ample, and the subject-matter sufficiently diversified to give the interest so commonly demanded from the standpoint of both teacher and pupil. This is accomplished in brief form by a process of excellent selection, and a condensation effected by the omission of such parts as would move slowly and delay the recital.

There is, of course, no vocabulary, but brief notes are occasionally written, and the words and phrases that would cause undue difficulty are admirably translated in